MEMORANDUM

To: State Board of Education Members

From: Stephanie Siddens, Senior Executive Director, Center of Student Supports

Date: May 28, 2019

Subject: Adoption of the K-12 Social and Emotional Learning Standards

The adoption of the proposed K-12 Social and Emotional Learning Standards is on the State Board of Education's June voting agenda. The draft standards are included in your board voting materials, as well as supplemental documents including a cover letter from Paolo DeMaria, Superintendent of Public Instruction, a document about Trauma Informed Schools and Social-Emotional Learning, and a Social and Emotional Learning research overview. The following provides a brief overview of the background. Additional details are provided in the standards document.

Beginning in May 2018 with the Achievement and Graduation Requirements committee, Department staff have presented the stakeholder-driven process to create these standards. Presentations about the progress and revisions to the standards were made to the Integrated Student Supports Committee in February, March, April and May 2019, including a summary of public comments on the standards.

The standards help implement strategy 4 in *Each Child, Our Future*, Ohio's Strategic Plan for Education, which recognizes four equally-valued learning domains, including the social and emotional learning domain.

In its May 2019 meeting, the Integrated Student Supports Committee recommended that the Board adopt the Social and Emotional Learning Standards as provided in the supporting materials.

May 2019

Dear Ohio parents, families, caregivers, educators and community partners:

Together, we share a common vision for our children: that they are challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become resilient, lifelong learners who contribute to society. This journey begins at home and is led by nurturing parents and caregivers who have the greatest impact on their children's development. The journey is reinforced by a highly effective prekindergarten-grade 12 education system that focuses on the fundamentals like English and mathematics; well-rounded content such as social studies, sciences and the arts; and leadership and reasoning skills like problem-solving and growth mindset. The education system also needs to support the development of social-emotional learning and integrate it as a component of learning.

What do we mean by social-emotional learning? Human beings are social creatures. That means in society, successfully interacting with other people is essential to the effective functioning of a community, a workplace and even a family. People need to know how to successfully interact with each other, establish and maintain positive relationships, feel and show empathy, understand and manage their emotions and set and achieve positive goals. Social-emotional learning improves children's mental health and helps them avoid risky decisions, make healthy choices and stay drug free.

Sounds simple, right? But, in reality, we need to be more specific and intentional about helping students acquire these skills and understand that they are important to future success.

That's why I am excited to introduce Ohio's Social and Emotional Learning Standards for students in kindergarten through grade 12. Carefully crafted over a 10-month period by Ohio educators, counselors and social-emotional learning experts, the standards seek to develop the "whole child" by helping students build self-awareness, social awareness, self-management, and relationship and responsible decision-making skills.

The social and emotional learning standards are a response to what already is happening in schools and districts across the state. Parents and teachers tell us we need to focus more deliberately on developing these skills in students, and we need clear standards that define social-emotional learning. They recognize a child's social-emotional learning is an important enabler to student success during a child's formative years while they are in school—and beyond. Students with social-emotional learning skills benefit from increased attention, learning memory and academic success that will put them on the road to a bright future.

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The State Board of Education formally adopted the standards in (Month) 2019 to help schools and districts consider their own local implementation. That's right—each district and school will decide for itself the extent to which it uses these standards and how it uses these standards. A school's or district's choice will be informed by the values and needs of its local community. These standards are meant to be integrated into the regular daily activities in school, and they do not mean more classes for students or more work for teachers.

The Ohio Department of Education will not develop tests to measure students' progress in learning the standards. Instead, schools and districts will have flexibility to choose whether and how to gauge the extent to which students are demonstrating mastery of the standards. For more state-developed social-emotional learning tools, please visit the [Department's website](#).

I'm excited about the impact this work will have on our schools and students. For those schools and districts that are interested in implementation, we are committed to partnering with you to advance this work. We know our focus on social-emotional learning will have a significant positive impact on the educational experiences of children and ultimately will mean a future full of hope and success.

Yours in education,

Paolo DeMaria
Superintendent of Public Instruction

Trauma-Informed Schools and Social-Emotional Learning

Children face many circumstances and life experiences that can affect their success in school. Unfortunately, these can include adverse childhood experiences that can traumatize our children. Trauma and toxic stress can hinder a child's development, relationships, behavior and learning, making school a difficult experience. Social-emotional learning is one of four learning domains outlined in Ohio's strategic plan for education, *Each Child, Our Future*, that schools can focus on to challenge, prepare and empower students for success by giving them tools to become resilient, lifelong learners. The social-emotional learning domain helps school teams address the needs of the "whole child," who stands at the plan's center, and acknowledge toxic stress and trauma as aspects of a child's life that bear on his or her education.

What is Trauma?

"Experts explain that trauma is not an event itself, but rather a response to one or more overwhelmingly stressful events where one's ability to cope is dramatically undermined" (Traumasensitiveschools.org, 2019). Trauma can result from a single incident (acute trauma) or from multiple incidents over time (complex trauma). A range of experiences that can result in trauma include, but are not limited to:

- Accidents;
- Child abuse and neglect;
- Sexual assault;
- Natural disasters;
- Domestic violence;
- Community violence;
- Harassment and intimidation;
- Bullying;
- Medical illness;
- Hostage situations;
- Social and environmental factors;
- Parent or caregiver death;
- Inconsistent parenting due to mental health, alcohol or drug issues;
- War;
- Terrorism and other man-made disasters; and
- Immigration and refugee experiences.

The Impact of Trauma

Trauma can impact children in many ways, and their responses to traumatic incidents can vary. Circumstances of an occurrence, such as when, how, where, how often and the responses of others can influence a child's response. Prolonged exposure to trauma, such as on-going abuse, chronic neglect, or repeated exposures to violence, without the buffer of safe adult relationships can result in toxic stress. Children may experience symptoms of trauma and toxic stress related to brain development, learning and behavior — all of which affect a child's school experience and academic success.

Trauma Informed Schools

Recognizing the impact trauma has on individuals, many schools are becoming trauma-informed buildings. These schools intentionally create policies and practices that are sensitive to the needs of traumatized students and work to create learning environments where everyone feels safe and supported. Trauma-informed schools implement practices that:

- Build relationships between students and staff;
- Create consistent, safe environments; and
- Provide a range of interventions that address anxiety and other trauma responses.

Social-Emotional Learning and Trauma

Social-emotional learning supports the efforts of trauma-informed schools. Relationship skills are fundamental to social-emotional learning, and healthy relationships have proven to benefit children who have experienced trauma. By incorporating social-emotional learning activities into the classroom, teachers help students build the skills they need to form and maintain those healthy relationships.

Children who have experienced trauma have strong, difficult emotions. Many do not have the vocabularies to identify and express the emotions they feel. Social-emotional learning activities help build children's understanding of their own emotions by teaching vocabulary in the classroom to express them. Offering examples in everyday classroom activities, teachers can help students connect their feelings, thoughts and behaviors. This can improve their abilities to identify their own feelings or recognize and relate to the feelings of others.

Social-emotional learning also can help children learn to manage the strong emotions they are experiencing. Educators can teach and help students implement self-calming techniques such as deep breathing, progressive relaxation, repetitive movement and journaling in the classroom. Teachers who implement these activities throughout the day help children who are exposed to trauma move from stress responses to calm states that allow them to attend to and retain new information. Jacob Ham, director of the Center for Child Trauma and Resilience at Mount Sinai, describes this process as moving from "survival brain" to "learning brain" in the video Understanding Trauma: Learning Brain vs. Survival Brain.
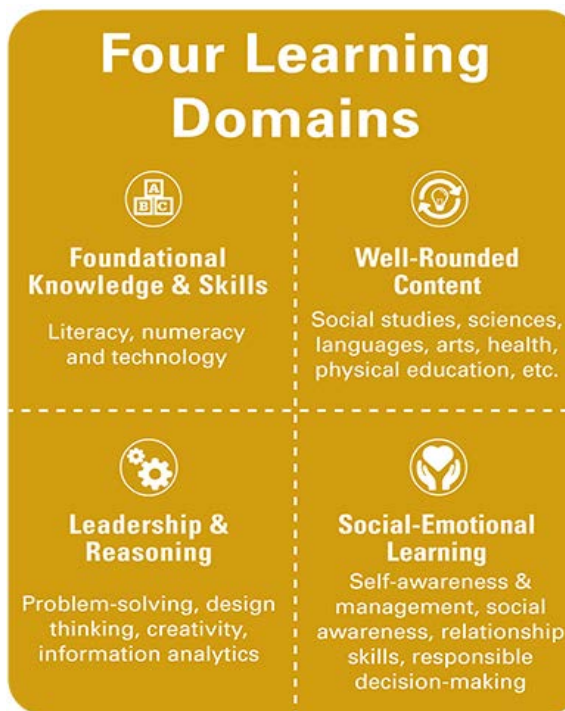
Not every child will experience trauma, but all children face challenges. Social-emotional learning teaches children the skills they need to build strong relationships, understand their emotions and manage strong emotions in a safe, healthy way. These skills benefit all students but especially those who have experienced trauma.

For more information on trauma and trauma-informed schools, visit the Ohio Department of Education's trauma-informed schools webpage. For more information on Ohio's Social and Emotional Learning Standards and resources, visit the Department's social and emotional learning standards webpage.

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Ohio's Kindergarten through Grade 12 Social and Emotional Learning Standards

Introduction

In the summer of 2018, the State Board of Education approved Ohio's strategic plan for education titled *Each Child, Our Future*. Stakeholders from across the state, including parents and caregivers, students, prekindergarten-grade 12 educators, representatives from higher education, employers, state leaders and community members provided guidance in the development of a plan that would identify solutions to impact student success. This plan identifies four equally important learning domains that support the academic, personal and social development of preK-12 students. These learning domains include foundational knowledge and skills, well-rounded content, leadership and reasoning and social-emotional learning.

Four Learning Domains

Foundational Knowledge & Skills
Literacy, numeracy and technology

Well-Rounded Content
Social studies, sciences, languages, arts, health, physical education, etc.

Leadership & Reasoning
Problem-solving, design thinking, creativity, information analytics

Social-Emotional Learning
Self-awareness & management, social awareness, relationship skills, responsible decision-making

To support the promotion of the social-emotional learning domain, three groups of individuals came together to share their expertise and experience to identify students' social-emotional learning needs, advise and assist in the plan to meet those identified needs, and write standards for public education kindergarten through grade 12. An advisory group and writing group consisting of educators from all grade levels, school counselors, school administrators, higher education professionals, social workers, child psychologists (private and school-based) and curriculum specialists played a role in the development of the competencies and standards that form this social-emotional learning document. The advisory and writing groups were identified through Ohio education-related associations and a public call for applications. Those interested in serving on a team provided information related to their years of experience in their roles, experience with school-age children, and current work and knowledge about social-emotional learning. Invitations were extended to individuals who represented Ohio geographically across education and counseling professions, student population age of expertise, as well as race and gender. Groups met between February and November 2018.

The advisory group reviewed social-emotional learning research and practices and examined multiple social-emotional learning frameworks, including frameworks from the Collaborative for Academic, Social and Emotional Learning (CASEL), frameworks other states used to develop their social and emotional learning standards (Tennessee, Michigan and Minnesota), and the Ohio Department of Education's existing social and emotional learning standards for birth through grade 3. Based on this review of information, the Ohio experts advised building Ohio's Social and Emotional Learning Standards on the five competencies developed by CASEL. The advisory group then developed topics specific to each

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competency that would further organize the standards. Additionally, the advisory group made specific content and skill recommendations for the social-emotional learning writing teams.

The social-emotional learning writing teams were responsible for writing the standards. The teams were divided into three grade bands. Each of these three grade band teams (elementary, middle and high school) developed grade band-specific standards aligned to the topics within the competencies. Some standards will look the same across grade bands but, overall, students should be able to meet the standard by the end of the grade band. Once each competency group on the writing team completed its work, the team reconvened to ensure the vertical alignment of the standards.

The Ohio Department of Education, through its State Board of Education, adopted a strategic plan for education that supports the collaborative and cooperative schoolwide effort of all educators, administrators, families and students in the support of social-emotional learning.

Parents and families are critical in the development of social-emotional skills and competencies in young children as they grow. These standards were created with that very much in mind, as parents and family members are their children's first and most significant teachers. It is through building a strong partnership between families and schools, educators and communities that our children are supported to be lifelong learners who develop into adults who make significant contributions to the world. The resources identified and created to accompany these standards provide implementation and support documents for all of the adults in children's lives.

Cultural consciousness is vital for educators to assist students in achieving social-emotional learning objectives. Educators must be supported in understanding how school and classroom policies, practices and procedures may be inequitable to some student populations, perpetuating disparities in educational experiences and opportunity gaps. Authentic, positive relationships with students and families only can occur when educators reflect on their positionality, power and privilege and develop cultural awareness and competency (Gallego & Cole, 2001; Artiles, 2003; Kozleski & Artiles, 2012). Educators effectively teach social-emotional learning when they can recognize and understand their lens of social-emotional learning may differ from that of their students and families and seek input from students and families regarding the social and emotional learning standards (Waitoller & Thorius, 2015).

Definitions

Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (CASEL, 2017). The skills associated with social-emotional learning provide the foundation for effective communication, problem-solving, critical thinking, resiliency, perseverance and teamwork — all of which are necessary for individuals to be successful in a technical or career field and postsecondary work.

The Framework for Systemic Social and Emotional Learning (CASEL, 2017) identifies and defines five competencies, which Ohio used as its basis for the standards. These five competencies are self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

- Self-Awareness – The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence and optimism.

- Self-Management – The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.
- Social Awareness – The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.
- Relationship Skills – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.
- Responsible Decision-making – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one's actions and a consideration of the well-being of self and others.

Research

Social-emotional learning has been the subject of more than 500 research studies, with numerous positive impacts of social-emotional learning (Weissberg, Domitrovich, & Gullotta, 2015). This research has led to an understanding that social-emotional learning instruction must be well-designed and well-implemented to achieve positive student outcomes (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). For example, in a recent meta-analysis of 82 social and emotional learning interventions in schools ranging from kindergarten to high school, Taylor, Oberle, Durlak and Weissberg (2017) demonstrated that students with well-designed and well-implemented instruction in social-emotional learning benefit over the long term in the areas of academics, behaviors, attitudes and skills. The meta-analysis also showed that students with instruction in social-emotional learning benefit over the long term by decreases in negative outcomes, such as emotional distress, conduct and drug use. These benefits were seen regardless of the socio-demographics of the student. From infancy, relationships are key to brain development (Immordino-Yang, Darling-Hammond, & Krone, 2018). Since learning is a social experience, children's development of social-emotional skills is fostered through positive interactions and relationships. As children grow, social-emotional learning positively contributes to their connections to school and community and reduces dropout rates and truancy (Smith & Low, 2013). The social-emotional skills in young people are strong predictors of high school and college completion, the likelihood of being employed, and higher earnings and financial stability (Gabrieli, Ansel, & Krachman, 2015). Moreover, social-emotional learning promotes resiliency and builds protective factors that can help a child cope with adverse childhood experiences (ACEs) (O'Reilly, 2017). Thus, the research clearly confirms the importance of social-emotional learning for improving students' physical, emotional, academic and career outcomes.

Social-Emotional Learning in Ohio

Consequently, the Department has committed to making social-emotional learning a priority through its strategic plan. *Each Child, Our Future* emphasizes a focus on the 'whole child.' Understanding the social-emotional learning needs of districts and schools was another important step of Ohio's commitment to social-emotional learning needs. In November 2017, the Department conducted a needs assessment of educators, administrators and service providers' knowledge of social-emotional learning. Overall, the results of the survey clearly show that education stakeholders are aware that social-emotional learning "is an essential part of pre-K-12 education that can transform schools into places that foster academic

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excellence, collaboration and communication, creativity and innovation, empathy and respect, civic engagement, and other skills and dispositions needed for success in the 21st Century" (Jones & Kahn, 2017, p. 9).

Social-emotional learning is a part of the work that teachers and administrators in Ohio already are doing. Educators embed social-emotional learning as they help students participate more fully in academic endeavors, enhance learning situations and increase student motivation to learn. The social and emotional learning standards provide the framework for educators across grade levels and academic specialties to systematically focus on and foster environments that maximize student learning. These social and emotional learning standards also were created for administrators and educators to use in their classrooms, schools and districts. Embedding social-emotional learning into the school day already is known to have a positive impact on student safety, culture, performance and success. By ensuring the adults who spend the day with students understand the connection between social-emotional learning and other academic learning, the Department can implement a system of supports that focuses on the whole child. Social and emotional learning standards provide common definitions that can be used to align curriculum, initiatives and engagement. In addition, the standards provide the developmental progression across ages and grades from kindergarten to grade 12, recognizing that the developmental progression of social and emotional learning standards are contextually and culturally dependent. Moreover, learning and relearning occurs throughout an individual's life based on the context one finds oneself. In other words, social and emotional learning standards emerge and re-emerge over time, and they should not be used to identify students or for high-stakes decisions; however, they should be used to build upon the assets that students come with to school. With the professional development supports that will accompany these standards, Ohio is providing guidance for implementing the standards into instruction, so all teachers can reap the benefits of supporting students' social-emotional learning development.

Organization

Ohio's Social and Emotional Learning Standards are organized by competency, topic and standard. A competency is the big idea, the overarching skill we want students to have as they develop. Each topic under the competency is a specific skill associated with the competency. Each standard is a statement that identifies what students should be able to do. The social-emotional standards progress in complexity over age and time and are organized by four grade bands that reflect best available evidence on the growth and development of the identified social-emotional competencies. The grade bands include Kindergarten-Grade 2, Grades 3-5, Middle School (Grades 6-8) and High School (Grades 9-12).

Competency: Self Awareness

A1: Demonstrate an awareness of personal emotions

K-2	3-5	Middle Grades	High School
Label basic personal emotions accurately	Identify accurately a range of personal emotions	Identify, recognize, and accurately name personal complex emotions	Identify complex emotions as an indicator of personal state of well-being
Recognize emotions as natural and important	Recognize that emotions are natural and important and may vary based on audience or situation	Identify emotions as natural and important, even when others feel differently	Identify ways that emotions impact the social environment
Recognize appropriate time and place to safely process emotions with the guidance of a trusted adult	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	Utilize appropriate time, place, or support systems to reflect on personal emotions
Recognize that outside events can impact emotions	Describe how outside events trigger emotions	Explain how responses to outside events can impact emotions	Analyze why a specific situation may trigger an emotional response and identify ways to regulate reaction

A2: Demonstrate an awareness of personal interests and qualities, including strengths and limitations

K-2	3-5	Middle Grades	High School
Identify personal interests and qualities	Use self-reflection techniques to recognize personal strengths based on interests and qualities	Describe how personal interests and qualities may increase motivation and help with decision making to accomplish personal goals	Demonstrate an emerging awareness of the interplay between personal qualities, interests, and decisions regarding career and social success
Demonstrate a personal skill or talent	Explore opportunities to develop skills and talents that build on personal strengths	Investigate a potential career path that builds on personal strengths and addresses	Implement a plan that builds on strengths or addresses limitations to determine post-secondary

Competency

Topic

Grade Band

Standard

Social and Emotional Learning Standards Kindergarten through Grade 12

A. Competency: Self Awareness			
A1: Demonstrate an awareness of personal emotions			
K-2	**3-5**	**Middle Grades**	**High School**
A. 1. 1. a. Identify basic personal emotions	A. 1. 1.b. Identify a range of personal emotions	A. 1. 1. c. Identify, recognize, and name personal complex emotions	A. 1. 1. d. Identify complex emotions as an indicator of personal state of well-being
A. 1. 2. a. Recognize emotions as natural and important	A. 1. 2. b. Identify that emotions are valid, even if others feel differently	A. 1. 2. c. Explain that emotions may vary based on the situation, including people and places	A. 1. 2. d. Analyze ways emotions impact the social environment
A. 1. 3. a. Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	A. 1. 3. b. Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A. 1. 3. c. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	A. 1. 3. d. Utilize appropriate time, place, or support systems to reflect on personal emotions, independently, with a trusted adult or with peers
A. 1. 4. a. Recognize that current events can impact emotions	A. 1. 4. b. Describe how current events trigger emotions	A. 1. 4. c. Explain how others' responses to current events can impact emotions	A. 1. 4. d. Analyze why current events may trigger an emotional reaction and identify ways to regulate a response

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A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges			
K-2	**3-5**	**Middle Grades**	**High School**
A. 2. 1. a. Identify personal interests and qualities	A. 2. 1. b. Identify personal strengths based on interests and qualities	A. 2. 1. c. Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals	A. 2. 1. d. Practice using personal strengths in pursuit of post-secondary goals
A. 2. 2. a. Explore opportunities to develop skills and talents	A. 2. 2. b. Demonstrate a skill or talent that builds on personal strengths	A. 2. 2. c. Investigate a potential career path that builds on personal strengths and addresses challenges	A. 2. 2. d. Take proactive steps toward implementing a plan for post-secondary goals by building on personal strengths and addressing challenges
A3: Demonstrate awareness of and willingness to seek help for self or others			
K-2	**3-5**	**Middle Grades**	**High School**
A. 3. 1. a. Identify at least one trusted adult at school and in the community and know when and how to access them	A. 3. 1. b. Describe how a trusted adult can provide academic, social, or emotional support or assistance for self and others	A. 3. 1. c. Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally	A. 3. 1. d. Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional, or health-related support

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A. 3. 2. a. Seek help when faced with challenges or when frustrated with a task, skill, or situation	A. 3. 2. b. Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths	A. 3. 2. c. Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths	A. 3. 2. d. Reflect on actions that are based on constructive feedback address personal challenges, and build on personal strengths
A. 3. 3. a. Describe situations or locations that feel safe	A. 3. 3. b. Utilize strategies that support safe practices for self and others	A. 3. 3. c. Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others	A. 3. 3. d. Access community resources and safety networks for self or others

A4: Demonstrate a sense of personal responsibility, confidence and advocacy

K-2	3-5	Middle Grades	High School
A. 4. 1. a. Describe the outcomes of both following and breaking rules	A. 4. 1. b. Identify and describe how personal choices and behavior impacts self and others	A. 4. 1. c. Describe how personal responsibility is linked to being accountable for one's choices and behavior	A. 4. 1. d. Demonstrate internalization of personal responsibility and being accountable as one prepares for post-secondary life
A. 4. 2. a. Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self	A. 4. 2. b. Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self	A. 4. 2. c. Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk	A. 4. 2. d. Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges
A. 4. 3. a. Identify ways to respectfully advocate for basic personal needs	A. 4. 3. b. Identify ways to respectfully advocate for academic and personal needs	A. 4. 3. c. Demonstrate basic self-advocacy academically and socially	A. 4. 3. d. Demonstrate self-advocacy in context-specific situations

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B. Competency: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

K-2	3-5	Middle Grades	High School
B. 1. 1. a. Identify personal behaviors or reactions when experiencing basic emotions	B. 1. 1. b. Demonstrate strategies to express a range of emotions within the expectations of the setting	B. 1. 1. c. Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response	B. 1. 1. d. Utilize self-management strategies to regulate thoughts, emotions, and behaviors within the context of the situation
B. 1. 2. a. Describe verbal and nonverbal ways to express emotions in different settings	B. 1. 2. b. Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings	B. 1. 2. c. Analyze positive and negative consequences of expressing emotions in different settings	B. 1. 2. d. Evaluate how emotions expressed in different settings impact the outcome of a situation
B. 1. 3. a. Identify and begin to use strategies to regulate emotions and manage behaviors	B. 1. 3. b. Apply strategies to regulate emotions and manage behaviors	B. 1. 3. c. Apply productive self-monitoring strategies to reframe thoughts and behaviors	B. 1. 3. d. Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

K-2	3-5	Middle Grades	High School
B. 2. 1. a. Identify goals for classroom behavior and academic success	B. 2. 1. b. Identify goals for academic success and personal growth	B. 2. 1. c. Recognize the importance of short and long-term goals for success in school and life	B. 2. 1. d. Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success

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B. 2. 2. a. Identify how adults and peers can help with a goal	B. 2. 2. b. Identify school, family, and community resources, with adult support, that may assist in achieving a goal	B. 2. 2. c. Identify school, family, and community resources that may assist in achieving a goal	B. 2. 2. d. Utilize school, family, and community or varied resources that may assist in achieving a goal
B. 2. 3. a. Describe what action steps can be taken to reach a short-term goal	B. 2. 3. b. Plan steps needed to reach a short-term goal	B. 2. 3. c. Set a short-term school or life goal with action steps to achieve success	B. 2. 3. d. Set a post-secondary life goal with action steps, timeframes, and criteria for evaluating achievement
B. 2. 4. a. Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles	B. 2. 4. b. Identify alternative strategies with guidance toward a specified goal	B. 2. 4. c. Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed	B. 2. 4. d. Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed

B3: Persevere through challenges and setbacks in school and life			
K-2	**3-5**	**Middle Grades**	**High School**
B. 3. 1. a. Describe a time when you kept trying in a challenging situation	B. 3. 1. b. Identify strategies for persevering through challenges and setbacks	B. 3. 1. c. Utilize strategies for persevering through challenges and setbacks	B. 3. 1. d. Demonstrate the ability to persevere through challenges for long-term rewards or success
B. 3. 2. a. Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	B. 3. 2. b. Identify the cause of a challenge or setback and with assistance, develop a plan of action	B. 3. 2. c. Reframe a challenge or setback into an opportunity, with assistance	B. 3. 2. d. Reframe a current challenge or setback, by reflecting on successes

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C.	**Competency: Social Awareness**		
C1: Recognize, identify and empathize with the feelings and perspective of others			
K-2	**3-5**	**Middle Grades**	**High School**
C. 1. 1. a. Identify facial and body cues representing feelings in others	C. 1. 1. b. Identify verbal and nonverbal cues representing feelings in others	C. 1. 1. c. Determine if verbal and nonverbal cues correspond to the feelings expressed by others	C. 1. 1. d. Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others
C. 1. 2. a. Identify words and actions that may support or hurt the feelings of others	C. 1. 2. b. Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	C. 1. 2. c. Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ	C. 1. 2. d. Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ
B. 1. 3. a. Define empathy and identify empathetic reactions in others	C. 1. 3. b. Demonstrate empathetic reactions in response to others' feelings and emotions	C. 1. 3. c. Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective	C. 1. 3. d. Demonstrate empathy through compassion in self and encourage in others
C2: Demonstrate consideration for and contribute to the well-being of the school, community and world			
K-2	**3-5**	**Middle Grades**	**High School**
C. 2. 1. a. Identify the purpose for having school-wide expectations and classroom rules	C. 2. 1. b. Identify reasons for making positive contributions to the school and community	C. 2. 1. c. Explain the importance of civic-mindedness	C. 2. 1. d. Demonstrate an awareness of responsibilities as an involved citizen in a democratic society

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C. 2. 2. a. Identify characteristics of positive citizenship in the classroom and school	C. 2. 2. b. Demonstrate citizenship in the classroom and school community	C. 2. 2. c. Pursue opportunities to contribute to school or the broader community	C. 2. 2. d. Engage in civic duties and opportunities within the broader community
C. 2. 3. a. Perform activities that contribute to classroom, school and home, with adult involvement as needed	C. 2. 3. b. Perform activities that contribute to classroom, school, home and broader community	C. 2. 3. c. Explore a school or community need and generate possible solutions	C. 2. 3. d. Implement a strategy to address a need in the broader community or world as change agents
C. 2. 4. a. Identify and participate in activities to improve school or home	C. 2. 4. b. Identify areas of improvement for school or home and develop an action plan to address these areas	C. 2. 4. c. Engage in an activity to improve school, home or community	C. 2. 4. d. Evaluate the impact of personal involvement in an activity to improve school, home, community and world

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

K-2	3-5	Middle Grades	High School
C. 3. 1. a. Discuss how people can be the same or different	C. 3. 1. b. Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true	C. 3. 1. c. Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice	C. 3. 1. d. Examine and address explicit or implicit personal biases toward an individual or group
C. 3. 2. a. Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups	C. 3. 2. b. Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other	C. 3. 2. c. Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups	C. 3. 2. d. Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective

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C. 3. 3. a. Discuss the concept of, and practice, treating others the way you would want to be treated	C. 3. 3. b. Define and practice civility and respect virtually and in-person	C. 3. 3. c. Demonstrate respect for human dignity virtually and in-person	C. 3. 3. d. Analyze how one can build community that respects all human dignity virtually and in-person
C4: Read social cues and respond constructively			
K-2	**3-5**	**Middle Grades**	**High School**
C. 4. 1. a. Recognize social cues in different settings	C. 4. 1. b. Identify others' reactions by tone of voice, body language and facial expressions	C. 4. 1. c. Generate positive responses to various social situations	C. 4. 1. d. Evaluate how societal and cultural norms influence personal interactions
C. 4. 2. a. Identify norms for various family and social situations	C. 4. 2. b. Identify ways that norms differ among various families, cultures and social groups	C. 4. 2. c. Recognize that social cues are based on rules and expectations and can change based upon context	C. 4. 2. d. Respond to social cues that differ depending on the societal and cultural norms of the environment
C. 4. 3. a. Recognize others' personal space and boundaries	C. 4. 3. b. Recognize that individuals' needs for privacy and boundaries differ and respect those differences	C. 4. 3. c. Recognize that personal and group needs can differ and identify positive actions to balance the needs of all	C. 4. 3. d. Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions

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D. Competency: Relationship Skills			
D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups			
K-2	**3-5**	**Middle Grades**	**High School**
D. 1. 1. a. Identify and engage in positive communication skills	D. 1. 1. b. Apply active listening and effective communication skills to increase cooperation and relationships	D. 1. 1. c. Demonstrate the ability to actively listen and understand multiple perspectives	D. 1. 1. d. Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals
D. 1. 2. a. Practice giving and receiving feedback in a respectful way	D. 1. 2. b. Demonstrate the ability to give and receive feedback in a respectful way	D. 1. 2. c. Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others	D. 1. 2. d. Apply constructive feedback to strengthen connections and achieve common goals
D. 1. 3. a. Develop an awareness that people communicate through social and digital media	D. 1. 3. b. Describe the positive and negative impact of communicating through social and digital media	D. 1. 3. c. Interact on social and digital media responsibly and understand the potential impact on reputation and relationships	D. 1. 3. d. Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals
D2: Develop and maintain positive relationships			
K-2	**3-5**	**Middle Grades**	**High School**
D. 2. 1. a. Demonstrate an awareness of roles in various relationships	D. 2. 1. b. Identify what creates a feeling of belonging in various relationships	D. 2. 1. c. Participate in a healthy network of personal and school relationships	D. 2. 1. d. Establish and actively participate in a healthy network of personal, school and community relationships

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D. 2. 2. a. Recognize the need for inclusiveness	D. 2. 2. b. Demonstrate behaviors associated with inclusiveness in a variety of relationships	D. 2. 2. c. Demonstrate inclusiveness in relationship building	D. 2. 2. d. Incorporate compassionate and inclusive practices in relationships
D. 2. 3. a. Recognize that people may influence each other with words or actions	D. 2. 3. b. Distinguish the helpful and harmful impact of peer pressure on self and others	D. 2. 3. c. Utilize strategies to manage social pressures	D. 2. 3. d. Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships

D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

K-2	3-5	Middle Grades	High School
D. 3. 1. a. Identify common conflicts and describe possible causes	D. 3. 1. b. Identify and demonstrate personal behaviors to prevent conflict	D. 3. 1. c. Recognize and acknowledge different perspectives of others to prevent conflict	D. 3. 1. d. Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict
D. 3. 2. a. Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems	D. 3. 2. b. Apply conflict resolution skills to manage disagreements and maintain personal safety	D. 3. 2. c. Use a non-judgmental voice during conflict resolution to maintain safe relationships	D. 3. 2. d. Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety
D. 3. 3. a. Apply listening and attention skills to identify the feelings and perspectives of others	D. 3. 3. b. Generate ideas to reach a compromise and find resolution during conflict	D. 3. 3. c. Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed	D. 3. 3. d. Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength

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E. Competency: Responsible Decision-Making			
E1: Develop, implement and model effective decision and critical thinking skills			
K-2	**3-5**	**Middle Grades**	**High School**
E. 1. 1. a. Identify a problem or needed decision and recognize that there may be multiple responses	E. 1. 1. b. Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	E. 1. 1. c. Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective	E. 1. 1. d. Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives
E. 1. 2. a. Identify strategies to solve a problem	E. 1. 2. b. Implement strategies to solve a problem	E. 1. 2. c. Gather evidence to support and solve academic and social challenges	E. 1. 2. d. Implement a decision-making process to solve complex situations including academic and social challenges
E2: Identify potential outcomes to help make constructive decisions			
K-2	**3-5**	**Middle Grades**	**High School**
E. 2. 1. a. Identify factors that can make it hard for a person to make the best decision in the classroom	E. 2. 1. b. Identify factors that can make it hard to make the best decisions at home or at school	E. 2. 1. c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence	E. 2. 1. d. Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home, or in the community with peers

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E. 2. 2. a. Identify reliable sources of adult help in the immediate setting	E. 2. 2. b. Identify reliable sources of adult help in various settings	E. 2. 2. c. Identify reliable sources of adult help in various settings and actively seek adults for support	E. 2. 2. d. Independently seek reliable adult mentors in various settings
E. 2. 3. a. Identify how personal choices will impact the outcome of a situation	E. 2. 3. b. Predict possible future outcomes of personal actions in various settings	E. 2. 3. c. Utilize knowledge of outcomes to inform future decisions	E. 2. 3. d. Integrate prior experience and knowledge of outcomes to inform future decisions

E3: Consider the ethical and civic impact of decisions

K-2	3-5	Middle Grades	High School
E. 3. 1. a. Identify how certain actions can impact others	E. 3. 1. b. Demonstrate the ability to respect the rights of self and others	E. 3. 1. c. Apply honesty, respect and compassion to the decision-making process	E. 3. 1. d. Demonstrate respect and integrity in all settings during the decision-making process
E. 3. 2. a. Recognize safe practices and actions	E. 3. 2. b. Demonstrate safe practices to guide actions	E. 3. 2. c. Demonstrate safe practices to guide actions for self and toward others	E. 3. 2. d. Engage in safe practices in my personal behavior choices and habits for self and toward others
E. 3. 3. a. Recognize the need for group decisions that support a common goal	E. 3. 3. b. Consider various perspectives and sources of information when participating in group decision-making	E. 3. 3. c. Research opportunities for participation in civic-minded activities that contribute to the larger community	E. 3. 3. d. Seek and engage in civic-minded activities that contribute to the larger community

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E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable			
K-2	**3-5**	**Middle Grades**	**High School**
E. 4. 1. a. Recognize that new opportunities may have positive outcomes	E. 4. 1. b. Explore new opportunities to expand one's knowledge and experiences	E. 4. 1. c. Engage in new opportunities to expand one's knowledge and experiences	E. 4. 1. d. Actively seek out new opportunities to expand personal knowledge and experiences
E. 4. 2. a. Identify physical and emotional responses to unfamiliar situations	E. 4. 2. b. Develop and practice strategies to appropriately respond in unfamiliar situations	E. 4. 2. c. Recognize that new opportunities or unfamiliar situations may require productive struggle	E. 4. 2. d. Embrace productive struggle as an opportunity for personal growth
E. 4. 3. a. Identify examples of transitions and how they are a necessary and appropriate part of school and life	E. 4. 3. b. Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life	E. 4. 3. c. Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life	E. 4. 3. d. Anticipate and plan for transitions in post-secondary life

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Advisory Team Members

The following individuals, representing the following groups and organizations, gave their time and expertise to provide guidance and advice on the process and structure of Ohio's Social and Emotional Learning Standards throughout 2018.

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Glossary

Active listening and attention skills – Fully concentrating on what is being said for understanding.

Adverse Childhood Experiences (ACEs) – The term used to describe all types of abuse, neglect and other potentially traumatic experiences that occur to people under the age of 18.

Assertive communication and other forms of communication – **Assertive** people state their opinions while being respectful of others. **Aggressive** people attack or ignore others' opinions in favor of their own. **Passive** people don't state their opinions at all.

Belonging – Be a member of, be in, be affiliated to/with, be allied to, be associated with, be linked to a group or others.

Career management – The conscious planning of one's activities and engagements in the jobs one undertakes during his life for better fulfilment, growth and financial stability. It is a sequential process that starts from an understanding of oneself and encompasses occupational awareness.

Civic-mindedness – The act of being concerned with the well-being of the community.

Citizenship – The state of being vested with the rights, privileges and duties of a citizen.

Civility – Polite or courteous speech or behavior.

Compassion – Sympathy and concern for the circumstances of others.

Confidence – A feeling of self-assurance arising from one's appreciation of one's own abilities or qualities that is not inflated or excessive but based on demonstrated evidence or experience.

Conflict resolution skills – Abilities and strategies that are engaged for the process to resolve a disagreement, dispute or debate.

Constructive choices – An option which has or intends to have a beneficial outcome.

Constructive feedback – Answering the extent to which information is specific, issue-focused, and based on observations, with the intent of improving skills, work or behaviors.

Common good – The benefit or interest of all; where actions are socially just and equitable.

Creativity/innovation – The use of the imagination or original ideas to find solutions.

Critical thinking – The process of engaging in reflective and reasonable thinking and evaluation of an issue in deciding what to believe or do.

Culture – Culture is a combination of thoughts, feelings, attitudes, beliefs, values and behavior patterns that are shared by racial, ethnic, religious or social groups of people. Culture refers not only to those that we are born into (racial or ethnic groups) but also those we choose to belong to, such as religious or social groups. Culture is not static; it is dynamic (Zion, Kozleski, & Fulton, 2005, p.2).

Digital media/technology – Digitized content that can be transmitted over the internet or computer networks. This can include text, audio, video and graphics.

Discipline – Use of teaching strategies to facilitate student responsibility-taking for inappropriate behavior(s) and skill building for addressing the contributing causes of the inappropriate behavior(s) and improving future behavior(s).

Discrimination – The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, socio-economic status, disabilities or sex.

Empathy – The experience of understanding another person's thoughts, feelings and condition from his or her point of view rather than from your own. You try to imagine yourself in the other person's place to understand what he or she is feeling or experiencing.

Ethical – Relating to moral principles, abiding by accepted standards of conduct in a society.

Evaluate – The process of assessing, gauging, analyzing or examining an issue to form a judgment or make a decision.

Explicit bias – The attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these **biases** and their expression arise as the direct result of a perceived threat.

Global/intercultural fluency – The student values, respects and learns from diverse groups of people.

Human dignity – The right of a person to be valued and respected for his or her own sake.

Implicit bias – Attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner; attributing particular qualities to a member of a certain social group that are influenced by experience and are based on learned associations between various qualities and social categories.

Inclusiveness – The quality of including many different types of people and treating them fairly and equally.

Intimidation – To frighten or threaten someone, usually in order to persuade the person to do something he or she does not wish to do.

Leadership – The action of leading a group of people or others.

Learning agility – The student desires to continuously learn new information and skills.

Mindfulness – The practice of maintaining a nonjudgmental state of either heightened or complete awareness of one's thoughts, emotions or experiences on a moment-to-moment basis.

Nonverbal cue – Communication through body language, inflection and other unspoken prompts.

Oral and written communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.

Paraphrasing – Express the meaning of (the writer or speaker or something written or spoken) using different words, especially to achieve greater clarity.

Perseverance – Steadfastness in doing something despite difficulty or delay in achieving success.

Personal Emotions – **Basic:** The most fundamental emotions, known as the basic emotions, are those of anger, disgust, fear, happiness, sadness and surprise. **Complex:** While basic emotions such as anger, surprise or fear tend to happen automatically, without much cognitive processing, personal complex emotions are self-conscious and require cognitive processing. Personal complex emotions include shame, guilt and pride.

Perspective – Point of view; a way of thinking about and understanding something (such as a particular issue or life in general).

Prejudice – Dislike, hostility or unjust behavior deriving from unfounded opinions.
- A feeling of like or dislike for someone or something, especially when it is not reasonable or logical.
- An unfair feeling of dislike for a person or group because of race, sex, religion or other status.

Productive struggle – Developing strategies to persevere and think flexibly to work through a problem.

Professionalism – The competence or skill practiced by a professional, including dressing and acting appropriately and responsibly for the task or activity.

Psychological first aid – Evidence-informed approach to resilience aimed to reduce stress and assist in a healthy recovery after a traumatic event.

Punctuality – The action and attention to arriving or being on time and ready to contribute.

Relationship management – Establishing and maintaining healthy and rewarding cooperative relationships; resisting inappropriate social pressure; preventing, managing and resolving interpersonal conflict; seeking help when needed.

Relationship skills – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social/peer pressure, negotiate conflict and seek or offer help to others.

Reliability – The demonstration of actions that are consistently good in quality or performance; can be trusted to do what is expected or committed to.

Resilience – The ability to recover from difficulties; toughness.

Respect – Regard for the feelings, wishes, rights or traditions of others; a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way.

Responsible decision-making – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one's actions and a consideration of the well-being of self and others.

Restorative practices – Restorative practices are proactive processes that build healthy relationships and a sense of community to prevent and address conflict and wrongdoing (International Institute for Restorative Practices).

Safe practices – Methods that detail how to perform a task with minimum risk to people, equipment, materials, environment and processes.

Self-advocacy – The action of representing oneself or one's views or interests.

Self-awareness – The ability to accurately recognize one's own emotions and thoughts and how these things influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations, with a sense of integrity, confidence and optimism.

Self-management – The ability to navigate emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.

Self-management techniques – Skills or strategies that enable oneself to navigate emotions, thoughts and behaviors.

Self-monitoring – The process by which individuals become aware of their own mistakes.

Self-monitoring techniques – Skills or strategies that allow one to self-correct when mistakes are made.

Self-reflection – The examination of one's own conscious thoughts and feelings through introspection and the willingness to learn more about oneself.

Self-reflection techniques – Skills or strategies that allow one to reflect on one's own conscious thoughts and feelings.

Social awareness – The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.

Social cues – The signals people send through body language and expressions.

Social media – Websites and applications that enable users to create and share content or to participate in social networking.

Stereotype – A widely held but fixed and oversimplified image or idea of a person or thing; to believe unfairly that all people or things with a particular characteristic are the same.

Support system – A network of people who provide an individual with practical or emotional support.

Systematic – Doing something or acting according to a fixed plan or system; methodical.

Teamwork/collaboration – The student builds collaborative relationships with others and can work as part of a team. The ability to work together practicing compromise and a shared responsibility.

Tolerance – The ability to accept the different thoughts, ideas, practices or beliefs of others (or to accept that others have thoughts, ideas, practices or beliefs that may differ from one's own).

Toxic stress – The prolonged activation of stress response systems in the absence of protective relationships. Toxic stress response can occur when a child experiences strong, frequent or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence or the accumulated burdens of family economic hardship without adequate adult support. This prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems and increase the risk for stress-related disease and cognitive impairment well into the adult years (Center on the Developing Child at Harvard University).

Transitions – Passage from one state, subject or place to another.

Trauma – Psychological, emotional response to an event or experience of serious adversity or terror (Center on the Developing Child at Harvard University).

Verbal cue – Spoken prompt.

Work ethic – The student has effective work habits, personal accountability and a determination to succeed.

Zero tolerance – A policy that requires punishment for breaking rules regardless of circumstances.

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Why is Ohio Focused on Social-Emotional Learning?

The Ohio Department of Education, through the State Board of Education, adopted Ohio's strategic plan for education, *Each Child, Our Future*, which supports the collaborative, schoolwide effort of all educators, administrators, families and students in supporting social-emotional learning. In this plan, Ohio articulates one vision: ***Each Child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.***

To achieve this vision and create a responsive, preK-12 system to meet the needs of the whole child, Ohio identified four equal learning domains that contribute to each child's success: (1) Foundational knowledge and skills that include literacy, numeracy and technology; (2) Well-rounded content that includes social studies, sciences, languages, arts, health, and physical education; (3) Leadership and reasoning that includes problem-solving, design thinking, creativity and information analytics; and (4) Social-emotional learning that includes processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (CASEL, 2017). The skills associated with social-emotional learning provide the foundation for effective communication, problem-solving, critical thinking, resiliency, perseverance and teamwork — all of which are necessary for individuals to be successful in a technical or career field and postsecondary work.

The Framework for Systemic Social and Emotional Learning (CASEL, 2017) identifies and defines five competencies, which Ohio used as its basis for the standards. These are self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

- **Self-Awareness** – The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence and optimism.
- **Self-Management** – The ability to navigate one's emotions, thoughts and behaviors in different situations while managing stress, controlling impulses and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.
- **Social Awareness** – The ability to consider the diverse perspectives of and empathize with others, including those from different backgrounds and cultures. Social awareness also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.
- **Relationship Skills** – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.
- **Responsible Decision-making** – The ability to make constructive choices about personal behavior and social interactions in the context of ethical standards, safety concerns and social norms. Responsible decision-making involves making realistic evaluations of the consequences of one's actions and considering the well-being of one's self and others.

Research

There is strong, compelling research to support using social-emotional learning approaches in schools. Social-emotional learning has been evaluated in more than 500 research studies conducted in schools for more than 20 years. They involved students from preschool through high school and include a series of meta-analyses. Collectively these studies demonstrate the positive impact social-emotional learning has on a variety of important student outcomes (Weissberg, Domitrovich, & Gullotta, 2015), including academic achievement,

discipline and conduct, prosocial behavior, and emotional distress and anxiety. These studies (including the meta-analyses) also have demonstrated that to be highly effective, social-emotional learning instruction should be well-designed and well-implemented.

From a child's infancy, relationships are key to brain development (Immordino-Yang, Darling-Hammond, & Krone, 2018). Since academic, social and emotional learning is a social experience, children's development of social, emotional and academic skills can be fostered through positive interactions and relationships.

As children grow, ***social-emotional learning contributes to their connections to school and community, reduces dropout rates and truancy*** (Smith & Low, 2013), and predicts important life outcomes, such as increased likelihood of graduating on time, full-time employment by age 25, higher earnings and financial stability; and decreased likelihood of receiving public assistance or being arrested (Gabrieli, Ansel, & Krachman, 2015; Jones Greenberg, & Crowley, 2015).

Social-emotional learning also is associated with improved school climate. In addition to improving academic performance, students who receive instruction in social-emotional learning feel more connected to school and feel safer at school.

Social-emotional learning promotes resiliency and builds protective factors that can help a child cope with adverse childhood experiences (ACEs) (O'Reilly, 2017) by helping students develop a variety of skills they need to help navigate their trauma, including regulating emotions in potentially triggering situations. Social-emotional learning also helps break down barriers to discussing sensitive issues (Futures Without Violence, 2014). Thus, the research confirms the importance of social-emotional learning for improving students' physical, emotional, academic and career outcomes.

From a Nation at Risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, and Academic Development implores education leaders to implement social-emotional learning thoughtfully, but immediately, and includes policy, practice, research recommendations and calls to action. The report stands on scientific evidence that supporting students' social, emotional and academic development benefits all children and relates positively to attendance, grades, test scores, graduation rates, college and career success, engaged citizenship and overall well-being. Although these skills are important for all students, attention to equity also is critical, because not all students are the same. Providing equitable opportunities for developing young people's social, emotional and academic growth requires calibrating each student's and school's individual strengths and needs—ensuring those with greater needs have access to greater resources.

Given the strong scientific evidence behind social-emotional learning, there is a demand for social-emotional learning from educators, administrators, families, students and employers who want social-emotional learning to be taught and reinforced as a more integral part of the schooling experience (*2018 Social and Emotional Learning Report, 2018;* Future of Jobs Report, World Economic Forum). The links below offer additional information connecting social-emotional learning to student, educator and workforce outcomes.

STUDENT OUTCOMES
- A 2011 meta-analysis of 213 separate, school-based studies of social-emotional learning programs, with students in kindergarten through high school, found an 11-percentile point gain in academic grades and test scores for students who received well-designed, well-implemented instruction in social-emotional learning compared to students who did not receive instruction in social-emotional learning. The same meta-analysis also showed students who received social-emotional learning had improved social behavior, reduced conduct and discipline problems and reduced anxiety compared to students who did not receive social-emotional learning instruction (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

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- [A 2017 meta-analysis of 82 separate studies of social-emotional learning interventions](#) showed even stronger results, for example, a 13-percentile point improvement in academic grades and test scores, while also demonstrating that the effects of social-emotional learning programming were lasting over time. Researchers saw these benefits regardless of student socio-demographics (Taylor, Oberle, Durlak and Weissberg, 2017).

- *[Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness](#)* Teachers' ratings of student social and emotional competence in kindergarten predicted an increased likelihood of on-time high school graduation, graduation from college and full-time employment by age 25. They also predicted a decreased likelihood of police involvement in the child's life before adulthood or of being arrested and of being on a waitlist for public housing or receiving public assistance.

- *[A Gradient of Childhood Self-Control Predicts Health, Wealth and Public Safety](#)* This study sought to measure the level of self-control of children as they grew up, trying to understand any potential covariates. Following a cohort of 1,000 children from birth to the age of 32, researchers learned the effects of children's self-control could be disentangled from their intelligence and social class, as well as from mistakes they made as adolescents. The study shows childhood self-control predicts physical health, substance dependence, personal finances and criminal offense outcomes.

- *[Social and Emotional Learning and Teachers](#)* In her review of the literature, the author summarizes the evidence between classrooms with warm teacher-child relationships and deep learning and positive social and emotional development among students. Research shows teachers can foster positive student-teacher relationships and create supportive and caring classroom environments, and when they effectively integrate social-emotional learning programs into their practices, their students have better outcomes.

EDUCATOR OUTCOMES

- *[Educators' Social and Emotional Skills Vital to Learning](#)* This article summarizes the research showing teachers' social and emotional competencies influence teacher-student relationships, classroom management, effective instruction and teacher burnout. The article recommends integrating practices that build emotional awareness, incorporate reflection into daily practice, tackle personal and professional stress, and create a culture of continuous improvement and learning.

- *[The Missing Piece: A National Teacher Survey and How Social and Emotional Learning Can Empower Children and Transform Schools](#)* This report summarizes data collected through a nationwide telephone survey in 2012 (n=605 preK through grade 12 teachers). Results included 93 percent of teachers wanting a greater focus on social-emotional learning in schools. These educators know that social and emotional skills are teachable and are calling for schools to prioritize integrating social-emotional learning practices and strategies into the curriculum and school culture.

- *[The Practice Base for How We Learn Supporting Students' Social, Emotional, and Academic Development](#)* Teachers who integrate social, emotional and academic development are more effective at engaging students in learning, resolving conflicts and managing their classrooms. They create safe, supportive settings where students can take the risks necessary for academic growth and personal development.

- *[Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools](#)* School principals say social-emotional learning is essential but want more guidance, training and support to teach these skills effectively. Virtually all principals in the study believed a stepped-up focus on social-emotional learning would make a positive impact on school climate, build citizenship, improve relationships between students and teachers, and decrease bullying.

ECONOMICS, SKILLS, AND WORKFORCE READINESS

- *The Economic Value of Social and Emotional Learning* This research presents a benefit-cost analysis of social-emotional learning interventions across six different programs. The results showed a ratio of $11 in benefit for every $1 invested equally across the six programs.
- *Respected: Perspectives of Youth on High School and Social and Emotional Learning* A 2018 report shows that less than half of recent graduates felt prepared for success after high school. Only 41 percent felt prepared for jobs or careers. The report recommends implementing policies that prioritize equity, are informed by local context, and begin and end with the voices of young people.
- *The Growing Importance of Social Skills in the Labor Market* Between 1980 and 2012, jobs with high social skill requirements grew by nearly 10 percent as a share of the U.S. labor force. In contrast, math-intensive but less social jobs, including many science, technology, engineering and mathematics [STEM] occupations, dropped by about 3 percent over the same period. Employment and wage growth were particularly strong for jobs requiring high levels of both cognitive skill and social skill.
- *Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream* by the American Enterprise Institute and the Brookings Institution. social-emotional learning competencies are critically important for the long-term success of all students in today's economy.
- *Why Social and Emotional Learning and Employability Skills Should Be Prioritized in Education* According to a 2013 survey of 704 employers conducted by The Chronicle of Higher Education and American Public Media's Marketplace, half of those surveyed said they had trouble finding recent graduates to fill vacancies in their companies. Though applicants had the technical prowess, they lacked the communication, adaptability, decision-making and problem-solving skills needed to do the job.

Conclusion

The goal of Ohio's strategic plan for education is, in part, to help create optimal conditions for social and emotional development during the time students spend in school. Ohio is not alone in its decision to support social-emotional learning. Fourteen other states already have published social-emotional learning competencies or standards for their kindergarten through grade 12 students (See State Frameworks Brief).

Moreover, social-emotional learning is part of the work Ohio teachers and administrators already are doing. In a statewide survey of Ohio educators involving 8,314 respondents, 85 percent said they see "many" or "some" opportunities to integrate social and emotional skills into their own students' learning and instruction. Educators embed social-emotional learning as they help students participate more fully in academic endeavors, enhance learning situations and increase student motivation to learn. The social-emotional learning standards provide a framework for educators of all grade levels and academic specialties to focus systematically on fostering environments that maximize student learning.

Parents and families are critical in developing social-emotional skills and competencies in young children as they grow. Because parents and family members are their children's first and most significant teachers, Ohio created its proposed social-emotional learning standards with the irreplaceable role of parents in mind. It is through strong partnerships between families and schools, educators and communities that our children will receive the support to become lifelong learners who make significant contributions to the world.

Social-emotional learning must be implemented with culture and equity at the forefront. Cultural consciousness is vital for educators to help students achieve social-emotional learning objectives. **Educators need support** to understand how school and classroom policies, practices and procedures can be inequitable to some student populations, perpetuating disparities in educational experiences and opportunity gaps. Educators teach social-emotional learning effectively when they can recognize that their lens on social-

emotional learning may differ from that of their students and families and when they seek input from students and families on the social-emotional learning standards (Waitoller & Thorius, 2015).

The social-emotional learning standards are part of larger set of [resources](#) that will support implementation through an equity-focused, evidence-based, social-emotional learning effort. This effort honors parents and families who are at the center of student social, emotional and academic learning to make sure all the adults in our students' lives are well equipped to support their social and emotional development. By offering these resources and supports, Ohio recognizes that all students need the social, emotional and academic skills that can make them successful in school, prepared to engage fully in the workforce, and equipped to become productive and informed citizens.

RESOLUTION TO APPROVE SOCIAL AND EMOTIONAL LEARNING STANDARDS

The State Board of Education **ADOPTS** the following Preambles and Resolutions:

Each Child, Our Future, Ohio's Strategic Plan for Education, recognizes four equally-valued learning domains, one of which is social-emotional learning;

In 2012, the State Board of Education adopted Ohio's Early Learning and Development Standards, which present a continuum of learning and development from birth to age five in each of five domains, including social-emotional development;

In 2015, the Department of Education worked with a diverse set of education stakeholders and the State Board of Education and extended the social and emotional learning standards up to third grade;

As part of the process to extend social and emotional learning to all grades as part of the fulfillment of Ohio's Strategic Plan, the Department of Education initiated a stakeholder-driven process to develop social and emotional learning standards to guide instructional practices for educators in grades kindergarten through twelve;

In November 2017, the Department of Education conducted a statewide survey to gauge the awareness of and interest in additional social and emotional learning standards and resources;

Beginning in February 2018, the Department of Education assembled a social and emotional learning advisory group of Ohio educators and social-emotional learning experts to advise and assist in the development of standards;

From May through July 2018, a writing team of Ohio teachers, school counselors, and education professionals drafted social and emotional learning standards for grades kindergarten through twelve;

In November and December 2018, the draft standards were reviewed by the social and emotional learning advisory group and national experts not only for alignment, but also for bias sensitivity, equity, and cultural sensitivity;

From February 11 through March 11, 2019, the Department of Education posted the draft standards for public comment and solicited the feedback of educators, key stakeholders, and the public;

At the close of the public comment period, a cross-agency team at the Department reviewed all comments and prepared revisions based on comments; and

The Integrated Student Supports Committee in its May 2019 meeting recommended that the Board adopt the Social and Emotional Learning Standards as provided in the document attached hereto.

NOW, THEREFORE, BE IT RESOLVED, that the State Board of Education adopts the Social and Emotional Learning Standards as provided in the document attached hereto.